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ABSTRACT

This annotated bibliography cites 165 ERIC documents which deal with the development of self concept in young children. Entries are from "Research in Education (RIE)," August 1970 - April 1974, and from "Current Index to Journals in Education (CIJE)," April 1970 - March 1974. Topics included are sex differences, socioeconomic status, personality development, parent-child relationship, student-teacher relationship, ethnic groups, racial attitudes, tutorial programs, and special education. (SET)

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SELF CONCEPT: AN ABSTRACT BIBLIOGRAPHY

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SELF CONCEPT: AN ABSTRACT BIBLIOGRAPHY

This selective bibliography cites recent ERIC doucments which deal with the development of self concept in young children. Entries included are from Research in Education (RIE), August 1970 through April 1974, and from Current Index to Journals in Education (CIJE), April 1970 through March 1974.

Descriptors (index) terms used in searching RIE and CIJE were Self Concept and Self Esteem.

Some of the topics discussed are: sex differences, socioeconomic status, personality development, parent child relationship, student teacher relationship, ethnic groups, racial attitudes, tutorial programs, and special education.

Major descriptors (marked with an asterisk*) and minor descriptors appear after each title from RIE.

Most of the citations from RIE are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except where marked Microfiche only. (See ordering directions in the back of this publication.) If a publication is also available directly from other sources, availability information is listed below the abstract.

A few citations from RIE are not available through EDRS. Ordering information for these items is included with each citation. Articles cited from CIJE are available only in the journals as listed.

References (from Research in Education)

1. Achievement Unlimited: Enhancing Self-Concept Through Improvement of Academic, Motor and Social Skills. July 1972, 66p. ED 069 080

*Academic Achievement; *Behavior Problems; Demonstration Projects; *Exceptional Child Research; *Handicapped Children; Resource Teachers; *Self Concept; Self Esteem; Success Factors

An experimental program improved students' self-concept and broke their failure cycle. Ss were 19 second through fifth grade students who were distractable and had various individual learning and/or behavior problems. For 1 year, they left their regular classrooms to spend 2 hours daily with a special education teacher. Individually designed educational programs were highly structured and emphasized both social and academic success, which students were not accustomed to achieving. Students were provided with success experiences in social, motor, academic, and perceptual areas. They charted their own successes and were rewarded for growth. Pre- and post-tests measured academic performance (math, spelling, reading, writing skills) and self concept. Additional data included personal behavior graphs, work samples, videotapes, and behavioral checklists. Ss made significant gains in all academic areas tested, and competencies in social interaction improved more than could be attributed to maturity alone. Self-portraits showed that all students felt they had improved both academically and in social interaction. Heterogeneous grouping of students demanded only one special teacher and was considered economically efficient.

Also available from: P. K. Yonge Laboratory School, College of Education, University of Florida, Gainesville, Florida 32601 ($1.08)

2. Ainsworth, Len; Alford, Gay. Responsive Environment Program for Spanish American Children. Evaluation Report, 1971-72. June 1972, 89p. ED 068 219

Affective Behavior; Analysis of Covariance; Bilingual Students; *Cognitive Development; Community Involvement; *Early Childhood Education; *Handicapped Students; Language Development; Parent Participation; Program Evaluation; *Self Concept; *Spanish Speaking; Statistical Data

The responsive environment program for Spanish American children (REPSAC) is an educational intervention for 30 "high risk" bilingual children of ages 3, 4, and 5 in Clovis, New Mexico, and a similar group of children from Portales. Subjects were selected on the basis of various language handicaps, perceptual and motor problems, and educational deprivation. The program's objectives were to provide successful experiences for Spanish American children in the areas of language learning in both

English and Spanish and in improving cognitive and affective development. The evaluation design used to assess the effectiveness of REPSAC was a 2-group (experimental and control group) pre- and post-test covariance design. The control group was used to compare changes made in the experimental group. Among some of the measures employed were developmental profiles, The Illinois Test of Psycholinguistic Abilities, parent interviews, the Templin-Darley Articulation Test, and the Tennessee Self-Concept Scale. The project evaluation was provided by an independent team consisting of bilinguals; a clinical psychologist; a speech therapist; and early childhood, teacher education, and educational research specialists. Basic data, such as family history and attendance, were recorded by the project staff. The findings of the evaluation report indicate that the REPSAC project has made positive and significant impact upon the major project objectives for a group of high-risk children. Continued observations note increases in the subject's self-concept. Parents reflect positive attitudes.

3. Annual Evaluation Report, 1970-71. Early Childhood Education Learning System, Fort Worth Central Cities Project. April 1971, 103p. ED 063 436

Cognitive Development; Comparative Analysis; *Compensatory Education; Compensatory Education Programs; Cultural Disadvantagement; Cultural Enrichment; *Culturally Disadvantaged; Early Experience; Economically Disadvantaged; Educationally Disadvantaged; Intelligence; *Preschool Children; Preschool Education; Preschool Learning; Psychomotor Skills; *Self Concept; *Special Education; Urban Education

This is the Evaluation Report of the third year of operation, 1970-71, of the Fort Worth Central Cities Project, which was initiated in 1968-69 to provide structural preschool experiences for two- to five-year-old children from an economically deprived area in the Fort Worth inner city. The project was a joint effort of the Southwest Educational Development Laboratory and the Fort Worth Central Cities staff. Evaluation results indicate that the project was successful in preparing economically disadvantaged children to enter first grade on an equal footing with their more advantaged agemates, and to experience success in their first experience with formal schooling. The report contains a description of the program and its objectives, the evaluation design, the comparison groups, the hypotheses to be tested, and the results of the evaluation (including an evaluation of special education and self-concept). There are numerous tables and figures throughout the report.

4. Barnes, Richard E.; Griffin, Kim. Negative Self-Image in Relation to Balance Theory. April 1973, 13p. ED 078 472

Anxiety; *Child Development; Cognitive Ability; *Cognitive Development; Fear; Individual Development; Personality Development; *Self Concept; *Self Esteem; *Speech Skills

There is an assumed relationship between a person's self-esteem, speech anxiety, and low cognitive complexity, but further research is needed for support of this premise. An important question to explore is how a child with speech anxiety (lack of confidence in communication situations) perceives others. Based on balance theory, the answer is that he sees others as a reliable source of information and, therefore, as a threat to his cognitive structure. A counselor for children with such anxieties will be better able to assist them if he has some insight into how others and the counselor himself are perceived by the clients. The difficulty for the counselor is that those with low self-esteem will tend to disbelieve any positive reinforcement they are given. The logical extension for the original premise would be to seek methods whereby an individual could learn to use a larger number of constructs in his interpersonal relationships in order to develop more ability to recognize resources in others.

5. Beckum, Leonard Charles. The Effect of Counseling and Reinforcement or Behaviors Important to the Improvement of Academic Self-Concept. Technical Report Number 38. August 1973, 116p. ED 081 880

*Academic Achievement; Achievement Gains; Behavior Change; Changing Attitudes; Disadvantaged Youth; *Elementary School Counseling; *Elementary School Students; Low Achievers; Negro Students; *Positive Reinforcement; *Self Concept; Social Reinforcement; Student Attitudes; Tutorial Programs; Tutoring

Children from low-income, ghetto, and minority groups tend to display a low level of performance in school and evaluated themselves as worse than most students on their school performance. This study examines the impact of self-concept on academic achievement. It was hypothesized that: (1) reinforcement of behaviors important to academic success increases achievement; (2) as academic achievement improves, academic self-concept becomes more positive; and, (3) social rewards (verbal and written praise) are more effective than economic or token rewards (small amounts of money) in improving academic achievement. Forty-two black students with scores below the average of their class on achievement and self-concept measures were selected for this study from grades four, five and six in one school. Teachers rated the students' intellectual development on a four-point scale both before and after treatment. The students were randomly assigned to one of three treatment groups for 12 weeks. Group one received intensive tutoring and

counseling combined with social reinforcement. Group three received no counseling or reinforcement. The subjects were pretested on academic and self-concept measures, received their respective treatments, and were retested. The tutoring-counseling was carried out by the experimenter in one-hour sessions twice a week for each group.

6. Beers, Joan S. Self-Esteem of Black and White Fifth Grade Pupils as a Function of Demographic Categorization. February 1973, 44p. ED 073 209

Caucasian Students; *Elementary School Students; *Integration Effects; Negro Students; Psychoeducational Processes; Racial Balance; Racial Differences; *School Integration; School Segregation; *Self Esteem; Sex Differences; Social Differences; Social Integration; Socioeconomic Status

Do varying racial and social school mixtures significantly relate to self-esteem of black and white fifth-grade pupils? The purpose of the present study was to examine several facets of this question. Interrelationships were studied among pupil's self-esteem and the following demographic variables: school's racial composition, pupil's sex, pupil's socioeconomic status, and school's socioeconomic composition. The author takes the position that pupils' attitudes are just as important, if not more important, than scholastic achievement, particularly where attitudes are studied in relationship to school's and pupil's racial and socioeconomic groupings. Self-esteem was measured by 47 items from the Coopersmith Self-Esteem Inventory and six items from the Equality of Educational Opportunity Survey. Two samples were employed. Data were analyzed for 2753 white subjects from 72 schools throughout Pennsylvania. The samples were drawn from a larger Pennsylvania Department of Education state assessment sample of 20,000 subjects from 355 elementary school buildings throughout Pennsylvania. Data were collected in the fall of 1969. The results of this study have implications for pupils' assignments to buildings, as well as implications for the selection of teachers, the allocation of resources, and the offering of special programs.

7. Beers, Joan S. Self-Esteem and School Interest of Black Fifth-Grade Pupils as a Function of Demographic Categorization. May 1973, 15p. ED 079 629

Demography; Elementary School Students; Interests; *Negro Students; *Racial Composition; *School Demography; School Integration; Self Concept; *Self Esteem; *Socioeconomic Status

This report identifies significant differences in self-esteem and school interest among black fifth-grade pupils when the following differ: (1) the school's racial composition; (2) the pupil's sex; (3) the pupil's socioeconomic status; and (4) the school's socioeconomic composition. The report concludes that while school districts can neither control nor alter the race, sex, or social status or their pupils, they can exert some control over the racial and socioeconomic compositions of elementary school buildings and over the selection of teachers, the amount and quality of resources in a building, and the types of programs offered. The implications are that the process of desegregation may have begun, but the process of integration has yet to begin and that socioeconomic status is as significant a variable for black children as it has been found to be for white children.

8. Bilby, Robert W.; and Others. Parental Variables as Predictors of Student Self-Conceptions of Ability. February 1973, 23p. ED 081 479

*Academic Performance; *Behavior Change; Behavior Theories; *Elementary School Students; Expectation; *Parent Attitudes; Parent Child Relationship; *Self Concept; Student Role

Parental control of children's academic performance is discussed in terms of two perspectives in social psychology: behavioral modification and symbolic interactionism. A synthesis of the two approaches provides a multiple view of self-conceptual behavior, in which self-concept is considered a social psychological concept subject to variation across time and situations. This study dealt with fifth- and sixth-graders' verbalizations about their abilities and competencies associated with their roles as students. Self-report categories consisted of nine variables derived from the behavioral modification and symbolic interactional treatments of parental control. Child-parent pairs (N=120) from four communities served as subjects. Children's self-conceptualizations were assessed using the Michigan State Self Concept of Abilities Scale; parental behavior was assessed directly through interviews. Analysis of results indicated further empirical support for the notion that parents' evaluations are crucial in shaping children's self-conceptualizing behaviors with regard to their competence as students. The magnitude of all measured associations, however, was moderate to weak. Discussion of results concerned strategies to increase parental effectiveness in positively affecting children's academic attitudes and behavior.

9. Bobson, Sarah, Comp. Self Concept: An Annotated Bibliography of Selected ERIC References. ERIC-IRCD Urban Disadvantaged Series, Number 32, June 1973. June 1973, 88p. ED 076 729

*Academic Achievement; Adolescents; *Annotated Bibliographies; *Educational Research; Individual Characteristics; Junior High School Students; Minority Groups; Negro Students; Psychological Tests; *Research Reviews (Publications); *Self Concept; Sex Differences; Social Sciences; Socioeconomic Status; Student Attitudes

This bibliography has been compiled in the hope that it will provide a list of references for educators asking the question: "Is there a relationship between self-concept and academic achievement, and if so, what is the nature of this relationship?" The selections are from information listed in the ERIC System for the period 1971 through 1972, which includes document citations from the January 1971 (Volume 6, Number 1) through December 1972 (Volume 7, Number 12) issues of "Research in Education," the monthly abstract journal of the ERIC system, unless otherwise specified. Journal articles are not available through the ERIC system, but may be read in local libraries, and college or university libraries. A majority of the citations deal with studies conducted to examine the relationship between self concept and the academic performance of representative from one or more ethnic groups, sometimes in relation to and sometimes independent of what has been termed the "dominant culture." The citations have been indexed to help researchers locate information dealing with particular subjects. Each number following the subject heading refers to the number of a citation. Each citation is followed by an abstract. Journal article citations are accompanied by subject headings, and in some cases by brief annotations.

10. Bolea, Angelo S.; and Others. The Development and Validation of a Pictorial Self-Concept Scale for Children in K-4. March 1970, 11p. ED 037 780

Childhood Attitudes; *Elementary School Students; Human Development; Measurement; *Measurement Techniques; *Self Concept; Self Esteem; *Self Evaluation; *Test Construction

The study discusses the development of a self-concept measure for children in kindergarten and the lower elementary grades. A scale (pictorial self-concept scale), was constructed from children's statements about themselves. This scale was administered to kindergarten through fourth grade subjects. Each child separated 50 cartoon picture cards into three piles depending on whether the specific child in the cartoon is like him, not like him, or sometimes like him. Scoring was based on placement of the card and the weighted card value. A panel of psychologists and human development specialists ranked the cards according to importance to a child's self-concept on a continuum from positive to negative. Two validity hypothesis were tested: (1) a significant relationship exists between scores on the pictorial self-concept scale and the Piers and Harris Self-Concept Measure, and (2) scores for subjects judged by principals and teachers as having positive self-concepts will be different from those judged by principals and teachers as having negative self-concepts. The constructed scale has been successfully used in five other research projects.

11. Coller, Alan R. The Assessment of "Self-Concept" in Early Childhood Education. 1971, 79p. ED 050 822

Classification; *Early Childhood Education; *Evaluation Techniques; Literature Reviews; *Measurement Instruments; *Self Concept; *Tests

This paper (1) reviews the literature and examines historically some of the more important theoretical highlights that pertain to both self-as-subject and self-as-object definitions of self, (2) briefly describes and discusses the various assessment approaches designed to assess "self concept" in young children according to a specially developed classificatory schema, (3) enumerates suggestions to aid the future evaluation of children in early childhood education programs. Extensive references are provided.

12. Coller, Alan R. The Assessment of "Self-Concept" in Early Childhood Education, (revised edition). 1971, 93p. ED 057 910

*Early Childhood; Identification (Psychological); *Literature Reviews; Motivation; Observation; *Personality Tests; *Self Concept; *Self Concept Tests; Self Congruence; Self Esteem

This paper on self concepts of young children is divided into 3 parts. Part 1 reviews the extensive and confusing literature of self theory. Self concept is viewed as a generic construct composed of a number of evaluative and descriptive components, with phenomenal and nonphenomenal components viewed as part of the model. In the second part of the paper more than 50 currently available instruments purported to assess the self concept of young children are described and classified according to the subdivisions of 5 major assessment approaches. It is anticipated that the categorization schema of this paper will be useful in the management of any large quantity of test information. Suggestions are made to indicate which testing approaches deserve further scrutiny. Part 3 included observations and suggestions: (1) although no definition has been widely accepted, self concept must be operationally defined as that construct or set thereof assessed by the set of self concept instruments (2) it is inappropriate to attempt to validate a self concept measure by simply comparing it with another such measure. (3) the bulk of currently available self concept tests is not likely to be of significant value of the educator concerned either with the development or modification of specific educational programs for young children.

13. Coller, Alan R.; Guthrie, P. D. Self-Concept Measures: An Annotated Bibliography. 1971, 11p. ED 051 305

*Annotated Bibliographies; Attitude Tests; *Early Childhood Education; Grade 1; Grade 2; Grade 3; Personality Tests; *Preschool tests; *Self Concept; *Self Concept Tests; Self Evaluation; Testing; Test Reliability; Test Selection; Test Validity

Twenty-seven instruments appropriate for measuring self-concept in children from the preschool level through the third grade are listed. Information concerning the purpose of the instrument, nature of the materials, groups for which it is intended, administration, scoring, interpretation, and standardization are included when available, together with the source from which the instrument may be obtained. The bibliography is seen as an initial screening device in the search for appropriate tests.

14. Cordova, Joe E. English Proficiency and Behavioral Change in Spanish-Speaking Children. 1972, 50p. ED 066 996

*Children; Educational Experiments; Educational Research; Elementary Grades; *English (Second Language); Family Background; Language Proficiency; Language Role; Language Usage; Linguistic Competence; Literature Reviews; *Mexican Americans; Research Methodology; *Self Concept; Spanish Speaking; Statistical Analysis; Student Behavior; Tables (Data); *Teaching Techniques; Tests

The purpose of this study was to improve the English competence of Spanish-speaking students, to increase their success in school, and to help them develop stronger self-concepts. Control and experimental groups of students were selected from kindergarten, second, and fourth grades of elementary schools with a predominantly Chicano population. Experimental students were exposed to various techniques designed to strengthen English as a second language (ESL). To accomplish this goal, teachers of the students in the experimental group were trained by the experimenters in techniques to facilitate the acquisition of ESL skills. The control group received no special instruction. Students in both groups were measured on general school progress, English usage, general school behavior, and aptitude prior to and immediately following the administration of the experimental techniques. Details, statistical data, and results of the experiment are presented here along with discussion and recommendations.

15. Cyrier, Roseann. Experiences With a Measure of Self-Concept in the Chicago Schools. 1973, 19p. ED 076 637

*Age Differences; Childhood Attitudes; Factor Analysis; Grade 2, Grade 5; Item Analysis; School Attitudes; Self Concept; *Self Concept Tests; Tables (Data); Technical Reports; *Test Results

In conjunction with the evaluation of Project R.E.A.D., an instrument to measure self-concept, "When Do I Smile?," was administered to 515 children, and the test itself was analyzed. The test consists of 21 or 23 items, depending on level, to which children respond by marking faces for each item which are smiling, passive, or frowning. Younger

children were happier about almost every item and tended toward extreme responses. Older children were becoming much more attuned to their peers and did not like to go to school; younger children did like going to school. Results of factor and item analyses are given. Suggestions are offered concerning the use of measures of self-concept.

16. Dimas, Chris. The Effect of Motion Pictures Portraying Black Models on the Self-Concept of Black Elementary Students. 1973, 26p. ED 074 196

Changing Attitudes; Disadvantaged Youth; Economically Disadvantaged; *Elementary School Students; Films; Identification (Psychological); Imitation; Inner City; Intervention; *Models; *Negro Students; Observational Learning; Psychological Tests; *Self Concept; Socialization

The purpose of this study was to determine the effects of motion pictures utilizing black models on the self-concept of black fourth and sixth grade students; that perhaps, mediated black models may be effective in bringing about a more positive self-concept among black students. The design of this study was of the post-test form only. This was done in order to control for the effects of testing. The sample for this study consisted of all the black students in the fourth and sixth grades located in three eastern inner-city schools. The population of the three schools included grades kindergarten through six, which were comprised of 67 percent black and 33 percent white students. All three schools were receiving aid under Title I of the Elementary Secondary Education Act. Included in the fourth grade sample were 74 experimental and 63 control subjects. The sixth grade sample was comprised of 66 experimental and 51 control subjects. The experimental data consisted of the raw scores on the Self-Social Symbol Tasks and the Children's Self-Concept Scale. The experimental group viewed materials which consisted of commercially available segments of 16mm. motion picture films portraying persons who can be viewed as positive black models. The treatment spanned the period of approximately one hour. Instruments used in this study were administered by means of an audio tape recorder and prepared overhead transparencies.

17. Edgar, Patricia. Social and Personality Factors Influencing Learning from Film and Television. 1973, 25p. ED 074 709

Audiences; Children; *Emotional Response; Films; Individual Characteristics; Mass Media; *Programing (Broadcast); Research Needs; *Self Esteem; *Sex Differences; Socialization; Television; Television Viewing; *Violence

To unravel some of the contradictions in opinions about the effect of mass media on viewers, an integration of mass media research and sound

sociological theory is necessary. This paper reports the results of an attempt to apply sociological theories of socialization to a sample of Australian children and their reactions to film and television violence. Two comparison groups were selected from a large sample on the basis of "self-esteem," a variable hypothesized to be closely related to mass media usage. These groups responded to a questionnaire on television viewing habits and family background variables. They also took part in an experiment in which they viewed "fantasy" and "realistic" violence in films, after which they were interviewed on their responses. One result was that high-esteem males preferred factual shows to fantasies, whereas low-esteem males preferred fantasy shows with male protagonists. Females preferred fantasy shows with female protagonists, and low-esteem females preferred them more than do high-esteem ones. High-esteem males viewd realistic violence more objectively, on the whole, than did other groups.

18. Emergence of Identity: The First Years. 1970 White House Conference on Children, Report of Forum 2. 1970, 47p. ED 046 52_

Behavior Patterns; *Cultural Factors; *Early Childhood; Individual Characteristics; *Individual Development; Parent Education; Parent Role; Personality Development; *Self Actualization; *Self Concept; Self Esteem

This forum identified some of the factors influencing the emergence of identity during the critical childhood years. To help a child develop a healthy identity which is both favorable and realistic, he must be taught almost from birth about his own individuality. The many aspects of total identity include family, physical self, sex, ethnic and cultural, religious, and intellectual identity. Some major obstacles to the emergence of healthy identities include a variety of widely held cultural assumptions contrary to present-day evidence concerning the nature of child development. These assumptions, typical behaviors fostered by them, and their identity outcomes are listed in Appendix A. Forum 2 participants recommend (1) the initiation of a "Sesame Street" type of TV program for parents, which would teach child development principles and give practical suggestions for daily child care; and (2) the establishment of child-oriented environmental commissions on national and local levels, which would help plan, inspect, and improve projects which try to meet the needs of children. Additional recommendations are given in Appendix B.

19. Enhancement of the Self-Concept. A Case Study. 1971, 39p. ED 064 246

*Educational Development; *Educational Programs; *Personality; *Primary Education; *Self Concept

This report studies the progress of a self-concept project developed in the Orange County Public Schools, Florida. Over a 3-year period the project was designed to improve the self-concept of the child within the school environment by providing him with opportunities for success. The first year of the project concerned first year students in four comparable schools. At the end of the operational year, it was evident that social success experiences for children could enhance their self-concepts, but such experiences could not be isolated from the total school environment. The second year program focused on academic as well as social experiences of second graders. During the third year the project was continued with one experimental school and grades K-6. This report concerns the first two years of the project. The main areas of concern included classroom management, developing effective personal relations with children, and motivating positively to learn. Other general areas covered were techniques developed, school response to the program and administrative concerns. The findings indicated that drastic changes could occur in schools through use of the simple techniques concerning self-concept developed in this project. The inferred self-concept scale used by the Orange County Public Schools is included.

Also available from: J. B. White, Florida Educational Research and Development Council, College of Education, University of Florida, Gainsville 32601 ($2.00; quantity discount)

20. Felker, Donald W.; Bahlke, Susan. Learning Deficit in the Ability to Self-Reinforce as Related to Negative Self-Concept. 1970, 8p. ED 037 783

Child Development; Childhood Attitudes; *Child Responsibility; *Elementary School Students; *Reinforcement; *Self Concept; *Self Esteem; Self Evaluation; Social Psychology

The study tests four hypotheses derived from the proposition that positive self-concept is partly due to an ability to utilize self-initiated verbal reinforcement. Subjects were 131 (66 boys and 65 girls) white fourth grade students from a suburban middle class school. The Piers-Harris Self-Concept Measure was administered to all students. The intellectual achievement responsibility questionnaire and the Minnesota Tests of Creative Thinking were each given to half the students. Students were asked to rank order nine statements on a continuum of "good to say to myself while doing schoolwork". A spelling test was administered in conjunction with value statements chosen specifically for the analysis. The procedures provided the following scores: self-concept, locus of control, verbal fluency, statements chosen as good to say to oneself and statements chosen after task. The results show positive relationships between (1) self-concept and children's belief that they are responsible for their academic success, (2) self-concept and verbal fluency, (3) self-concept and positiveness of designated as "good to say to myself while doing schoolwork', and (4) self-concept and positiveness of self-divided statements chosen to say after completion of an academic task.

21. Fisher, Carl. What About Me? Dimensions of Personality. Teacher's Edition. 1972, 144p. ED 063 970
Document not available from EDRS.

*Behavior Patterns; Child Development; Concept Formation; *Early Childhood Education; Educational Objectives; Grade 3; Group Activities; Individual Differences; *Instructional Aids; Instructional Program Divisions; Personality Development; *Self Concept; Skill Development; *Teaching Techniques

This book, recommended for grade three, is a teaching aid to help children learn skills essential for successful living, develop social competence, and acquire respect for individual differences. Because children learn by doing things with others, small groups of four are suggested for classroom activities. Threre are seven group activity sheets, one for each unit in the textbook. The units are: (1) I Belong Here; (2) I'm Somebody Special; (3) My Feelings Are Me; (4) Who's Afraid; (5) I Feel Mean; (6) I Like Me; and (7) Becoming Me. Through directives preceding each chapter, the teacher is given structural tools to build partnership in learning with the students. Suggestions for using the program are presented. Photographs, sketches, and forms to be completed are included to assist the children in performing the activities.

Availability: Pelaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 (Student Material Kit, $7.56 (66p.); Annotated Teacher's Edition, $4.90 (144p.)

22. Foulks, Sara L. A Comparison of Suspended and Non-Suspended Fourth-Grade Students in Urban Low Socio-economic Level Schools on Two Measures of Self-Concept as-a-Learner. 1973, 141p.
ED 081 870

Age Differences; *Disadvantaged Youth; Economically Disadvantaged; Educational Diagnosis; *Elementary School Students; Negro Students; Racial Differences; *Self Concept; Self Esteem; Sex Differences; *Suspension; Urban Schools

The purpose of this study of fourth-grade students in the New Orleans Public Schools during the 1972-73 session was to achieve a better understanding of the characteristics, reasons for suspension, and self-concept of students suspended from low socio-economic schools. The idea that poor self-concept as-a-learner is a significant factor which differentiates the suspended student from the non-suspended student was conceptualized and tested. The study used a non-experimental design involving the use of ex post facto research. This design involved the pairing of 41 suspended students with 41 non-suspended students on the variables of age, sex, race, grade, and socio-economic level. Student self-reports on the Self Appraisal Scale and the teacher-student

ratings within each group. The findings indicate that fourth-grade students suspended from low socio-economic schools are generally black males who are overaged for grade placement, deficient in academic skills, borderlien or below in mental ability, and frequently absent from school. The suspended students' self-concept as-a-learner mean scores were significantly lower than those of the non-suspended students on the FKS.

23. Furner, Beatrice A. Creative Writing for Self-Understanding: Approaches and Outcomes. 1970, 16p. ED 052 184

Child Development; *Creative Writing; *Elementary School Students; *Language Usage; *Self Concept; *Teaching Techniques

Creative writing is considered as a form of creative expression in which the child expresses his ideas, feelings, or reactions. This expression is original and spontaneous, and allows the child to organize his experiences so that they assume a personal meaning. With this experience, the child, through the process of symbolization, adds to his identity. The methodology and creative process steps in a creative writing experience are: (1) motivation period in which to generate interest, develop a mood, and create a need to write; (2) exchange of ideas to crystallize each child's thinking; (3) writing period; (4) exchange of ideas; and (5) follow-up activities, if appropriate. The means for accomplishing each of these steps are described. Since the goal of the experience is self-understanding and awareness of the world in relation to self, the teacher will have to know children well, participate openly with them, and observe them closely both in the process and following it in order to sense growth. Examination of the product as to uniqueness, ability to communicate, mood or feeling, effective use of language, and the effect of the writing on the audience can be of value.

24. Grecas, Viktor; And Others. The Development of Self-Concept in the Child: Model Theory Versus Mirror Theory. 1972, 21p. ED 070 977

*Child Development; Childhood; Childhood Attitudes; Children; College Students; *Family Influence; Family Life; High School Students; *Parent Child Relationship; *Parent Influence; Parents; *Self Concept; Self Evaluation

The focus of this study was to compare the relative influence of the two theories commonly utilized to explain the development of a child's self-concept and to examine some contingencies under which one or the other process is more important. The "mirror theory" looks to the reflected appraisals of significant others as the important influence on a person's self-concept. The "model theory" holds that the child's self-concept is modeled after the images of the significant others in

his environment. Questionnaire data were obtained from four family members for 219 families. The findings consistently showed that mirror relationships are stronger than model relationships. This means that the parent's evaluation of the child was more strongly related to the child's self-evaluation than was the parent's self-evaluation. The results do favor the "looking glass" conception of self-concept formation, but because the correlations were somewhat low, findings are more suggestive than conclusive of the relative importance of mirroring versus modeling process.

25. Golin, Sanford. Project Self-Esteem: Some Effects of an Elementary School Black Studies Program. 1971, 10p. ED 056 149

*African American Studies; *Elementary School Students; *Negro Youth; *Racial Attitudes; *Self Concept

The development of a negative self-concept has been viewed as beginning early in the life of the black child. This report presents results of a project whose goal it was to develop "black consciousness" in black elementary school children. Two hundred students participated in activities designed to develop racial awareness and pride through the fifth and sixth grades. A measure of emotional adjustment was given to these children and a comparable control group at the beginning and end of the project. The results indicated that the project had a significant positive effect on the mental health of male children.

26. Gordon, Ira J. On Early Learning: The Modifiability of Human Potential. 1971, 52p. ED 051 876
Hard Copy not available from EDRS.

Community Involvement; Cultural Factors; *Early Experience; Educational Change; *Intellectual Development; Longitudinal Studies; Parent Participation; *Personality Development; *Self Concept; *Stimulation

Three major educational goals suggested for the child are: (1) that he learn to balance a concept of himself as both an individual and a group member; (2) that he became competent so that he will feel he can influence the events that affect his life; and (3) that he develop a positive sense of self-esteem. A transactional view of development and the role of culture are discussed, and an overview of longitudinal studies which explore relationships between early child experience and later personality and intellectual development is presented. Studies which investigate the effects of different types of stimulation upon the development of the young child are discussed. The need for new measures of intellectual development in the early years is emphasized, for measures currently in use have no predictive validity. Educators should not confine their efforts to the cognitive domain, but should involve parents and the general community in all aspects of education, including decision making.

Also available from: Association for Supervision & Curriculum Development, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($2.00, NEA Stock No. 611-17842)

27. Greene, John F.; Zirkel, Perry Alan. Academic Factors Relating to the Self-Concept of Puerto Rican Pupils. 1971, 10p. ED 054 284

Academic Achievement; Academic Performance; *Elementary School Students; Ethnic Origins; Individual Development; Intelligence Quotient; Puerto Ricans; *Self Concept; Self Esteem; *Spanish Speaking; Student Characteristics; *Teacher Background; *Verbal Ability

The increasing emphasis on the affective domain in the teaching-learning situation has not produced a significant body of research on the development of self concept among Spanish-speaking--particularly Puerto Rican--students. This study investigated the relationship of the self-concept of Puerto Rican pupils with achievement, IQ, ethnic group mixture, and teacher ethnicity. The subject population comprised 333 Spanish-speaking students in 29 bilingual and control classes, grades one to three, in three Connecticut cities. The subjects were selected so as to be representative of Spanish-speaking majority classes taught by Spanish-speaking as well as Anglo teachers in schools with varying but significant numbers of Spanish-speaking students. Self-concept was measured via teacher reports on a standard instrument. The children were also tested for academic achievement and nonverbal intelligence. The results of a correlational analysis indicated that self-concept was significantly related to achievement in English and Spanish, as well as to teacher ratings of aural ability in both languages, although self-concept was not significantly related to IQ. However, the relationship between self-concept and academic achievement is demonstrated to be complex and circular.

28. Greene, John F.; Zirkel, Perry A. The Influence of Language and Ethnicity on the Measurement of Self-Concept of Spanish-Speaking Migrant Pupils. 1973, 11p. ED 071 816

Cultural Factors; *Examiners; Individual Characteristics; Language; *Measurement; *Migrant Children; *Self Concept; Sex (Characteristics); *Spanish Speaking; Tables (Data)

The objective of this study was to determine the effects of examiner variables such as language, ethnicity, and sex in the measurement of the self-concept of Spanish-speaking migrant pupils. The sample consisted of 169 Spanish-speaking migrant pupils, aged 10 to 12, in a Migratory Children's 1971 Summer Program. These subjects came from 5 Connecticut centers and 1 New York center. The subjects at each center were divided into 4 groups. In each center, a different pair of Puerto Rican and Anglo examiners of the same sex administered the Coopersmith Self-Esteem Inventory using an audio-visual presentation procedure consisting of overhead transparencies and corresponding audio tapes in separate Spanish and English versions. Each examiner tested one group in Spanish and one in English. The Oral Vocabulary subtest of the Inter-American Test of General Ability, Level II in both Spanish and

and English forms, was used as a language screening device so that only the subjects who had a sufficient level of comprehension in the language in which they were tested would be included in the analysis of examiner effects. The results indicated the importance of the cultural-linguistic factors; consequently, it was suggested that care should be taken to provide contextual consonance and that caution must be exercised when using the commonly available self-report instruments to insure that the language difficulty level is commensurate with the proficiency level of the pupils.

29. Guided Self-Analyses Early Childhood Education Program: Teaching Young Children. Overview. 1970, 45p. ED 069 340

Cognitive Development; Curriculum Guides; *Early Childhood Education; Guidance; *Instructional Design; Language Development; *Self Evaluation; *Teacher Programs; *Teaching Models; Thought Processes; Training Techniques; Workbooks

An overview is presented of the Guided Self-Analysis System for Professional Development (GSA) for teaching young children. The GSA system and programs are reviewed along with staff involvement, staff responsibilities, the emphasis on flexibility, change in the classroom, and implementation procedures. The GSA early childhood program is then discussed with workbook units detailed for teaching language and concept development, independent thinking, and facilitating strategies. The application of the GSA system to a wide range of professional settings, such as preschool and culturally disadvantaged group programs, is also discussed. Final consideration is given to the relationship of GSA to other early childhood models, a rationale for the system, theoretical orientation, and another GSA program, "Teaching for Inquiry."

30. Gustafson, Richard A.; Owens, Thomas. Children's Perceptions of Themselves and Their Teacher's Feelings Toward Them Related to Actual Teacher Perceptions and School Achievement. 1971, 16p. ED 053 848

Achievement Tests; Age Differences; Anglo Americans; Attitutde Tests; *Cultural Differences; *Elementary Grades; Grade 3; Grade 6; *Mexican Americans; Minority Groups; *Self Esteem; Student Attitudes; Student Teacher Relationship; Tables (Data); *Teacher Attitudes; Urban Population

Children's perceptions of themselves and of their teachers' feelings toward them were correlated in this study with teacher perceptions of the children's self-concepts and with school achievement in an effort to document the relationships among these factors in terms of ethnic group membership (Mexican American and non-Mexican American). Instruments measuring self-concept, cognitive ability and achievement were

administered to 552 students in grades 3 and 6 in 5 urban California schools having more than 50% concentrations of Mexican American students; additionally, these children were assessed by their teachers in the area of self-esteem. Using 3 statistical methods on data obtained, it was determined, for example, that (1) differences between the ethnic categories in self-esteem and academic performance, inconsistent at grade 3, favored the non-Mexican Americans at grade 6 and (2) a consistently lower correlation was found for Mexican Americans at both grades between "How I See Myself" and "How My Teacher Sees Me" than was found for non-Mexican Americans. Ten tables (containing means, standard deviations, intercorrelations, and inter-rater reliabilites), 16 references and the test instrument "How I See Myself" are appended.

31. Gustafson, Richard A.; Owens, Thomas R. The Self-Concept of Mexican-American Youngsters and Related Environmental Characteristics. 1971, 26p. ED 053 195

Bilingual Students; Congnitive Ability; *Elementary School Students; Environmental Influences; Ethnic Groups; Grade 3; Grade 6; Mathematics; *Mexican Americans; Predictor Variables; Rating Scales; Reading; *Self Concept; Self Esteem; *Self Evaluation; Spanish Speaking; *Student Evaluation

Project Abrazo is a bilingual research program designed to investigate strategies which might enhance the self-concept of Mexican-American children. A portion of the baseline data collected for Abrazo is considered with three purposes in view: (1) is there any difference between the self-concept of Mexican-American children, non-Mexican-American and Anglos at grades 3 and 6? (2) what is the degree of agreement between the child's view of himself, how he thinks his teacher sees him, and a teacher rating of his self-concept? (3) which background characteristics are good predictors of self-concept and achievement in mathematics and reading?

32. Hamachek, Don E. Effect of Early School Failure Experiences on Self-Image Development and Implications for School Counselors. 1972, 26p. ED 062 669

*Academic Failure; Counselor Role; Counselors; *Elementary Grades; *Elementary School Counseling; Elementary School Curriculum; Failure Factors; Low Achievement Factors; Performance Factors; *Self Concept

This paper basically addressed itself to the question of why so many young people drop out of school. It appears that the great majority drop out because they simply cannot tolerate more failure and the commensurate feelings of low self-worth and self-esteem. It was emphasized that success experiences for elementary school youngsters

are important because they can be numbered among those positive early happenings upon which an increasingly more complex psychological superstructure can be built. The negative effects of elementary school letter grades were discussed and it was noted that low marks function more as a threat of failure than as a motivation for improvement. It was concluded on the basis of both clinical and empirical evidence that the effects of early school failure experiences have long-term consequences for both a child's subsequent achievement in school and eventual mental health. Six major implications for school counselors are listed.

33. Harris, Susan; Braun, John R. Self-Esteem and Racial Preference in Black Children. 1971, 6p. ED 056 773

*Elementary School Students; Lower Class; Middle Class; *Negroes; *Racial Attitudes; Racial Factors; *Self Concept; Sex Differences

This study investigated the interrelation of self-esteem and racial preferences in black children. The following hypotheses were generated: (1) subjects with impaired self-concepts will be more outgroup oriented than those with unimpaired self-concepts, (2) white preferences will be greater among middle class than among lower class black children, and (3) black males will show greater white preference than black females in their choice of a black or a white puppet on each of the racial preference statements. Subjects were 60 black girls and boys, 7-8 years old, from middle class and lower class interracial schools. The instrument used to measure self-esteem was the Piers-Harris Children's Self-Concept Test. An instrument adapted from the Clark and Clark Dolls Test assessed racial preference. Findings indicate a significant relationship between self-esteem and racial preference. The majority of the black children preferred the black puppet in the racial preference test. No significant difference between social class or sex of subjects was found.

34. Heimgartner, Norman Louis. A Comparative Study of Self-Concept: Open Space Versus Self-Contained Classroom. 1972, 49p. ED 069 389

*Classroom Design; Comparative Analysis; Environmental Influences; Flexible Classrooms; *Identification (Psychological); *Open Plan Schools; Permissive Environment; Personality; School Design; *Self Concept

A determination was made of whether any change occurred in the self-concept of children in the open space environment as compared to the change of self-concept of children in a self-contained environment. A total of 216 children, part from an open space environment school and the others from self-contained classrooms at grade levels with one teacher per grade level, were administered the Self-Social Symbols Tasks and the Children's Self-Social Constructs Tests. From the data collected,

it was concluded that (1) children in open space have greater identification with the group than the children in self-contained classrooms; (2) children in open space have an increase in self-esteem while children in self-contained classrooms demonstrated a loss; (3) children in open space do not view themselves differently in the relationship of their size to that of an adult; and (4) children in open space do not identify with any one particular teacher.

35. Hepner, Ethel M. Can Compensatory Education Improve the Self-Image of Socially and Culturally Different Children? 1973, 21p. ED 076 724

*Compensatory Education; *Educational Disadvantagement; *Educational Objectives; Elementary Grades; *Minority Groups; Research Methodology; School Role; Self Concept; Self Concept Tests; *Self Esteem; Social Differences; Statistical Data

This study was designed to determine: (1)whether compensatory education can influence the "self-Esteem" of minority or disadvantaged students; (2) if this "self-Esteem" improves with improved school achievement due to compensatory interventions; and, (3) whether there are noticeable differences in the self-esteem of majority and minority pupils. A self-esteem inventory was used. It was found that compensatory education did not produce many significant changes in the students' self-esteem.

36. Henrie, Samuel N. Human Development Program. Program Report. 1972, 22p. ED 073 010

Activity Learning; *Affective Objectives; *Behavioral Sciences; Communication Skills; Course Content; Course Objectives; Elementary Grades; Emotional Development; Group Relations; Human Development; *Human Relations Units; Individual Development; Program Descriptions; Projects; *Self Concept; Self Esteem; Social Development; *Socialization; Social Relations; Social Studies

The human relations unit, focusing on the affective domain, is designed for grades pre K-4, but is applicable to junior high grades. Objectives are to help children develop self confidence, self awareness, and social interaction skills. Teaching/learning strategies emphasize interaction among teacher and student, and group communication. A unique feature of the program is the "Magic Circle" discussion and activity session which encourages two-way communication and deals constructively with emotions. Topics and activities of these sessions are fairly structured, presented in a given sequence, and enforce certain rules. The content of the program involves the children's own experiences. Basic information on the program is provided in five sections; 1) Goals and objectives; 2) Content and materials; 3) Classroom action which includes a typical lesson, evaluation of students, and role of classroom personnel; 4) Implementation: requirements and costs; and 5) Program development and evaluation.

37. Hoen, Robert R. An Evaluation of Multi-Age Classes at Carnarvon School, 1971-72. 1972, 24p. ED 076 649

Academic Performance; Age Differences; Arithmetic; Comparative Analysis; Educational Innovation; Elementary Grades; *Multi-graded Classes; *Program Evaluation; Rating Scales; Reading Tests; *Self Concept Tests; *Student Behavior; *Teacher Attitudes; Test Results

This study was designed primarily to evaluate the effectiveness of three multi-age classes at Carnarvon School, Vancouver, B.C. (each class having an age range of three years: ages 6-8, 7-9, 9-11) in developing children's self-concepts and attitudes toward school. No significant difference was found between the multi-age and regular classes in mean raw scores on the Self-Concept Scale and Pupil Behavior Inventory employed in the study. In addition, the study aimed to evaluate the effectiveness of the innovation in promoting individualization of instruction and in encouraging children to help each other with school work. The study also sought the opinions of teachers and children in the multi-age classes regarding the innovation. The opinions of the teachers of the two younger multi-age classes were very positive; but the teacher of the oldest multi-age class felt that the innovation was ineffective. All three teachers felt that special care should be taken in the placement of children in multi-age classes. The children's opinions were consistent with the teachers' opinions in most matters pertaining to the innovation. Finally, the study attempted to determine whether multi-age classes achieved at least as well as regular classes in basic reading and arithmetic skills. Reading achievement scores from the Gates-MacGinitie Test were obtained at the Grade 5 level, and these data were analyzed with I.Q. scores from the Henmon-Nelson Test as a covariate. Arithmetic achievement scores were obtained from the Vancouver Surveys at the Grade 3 and Grade 6 levels. The results are provided.

38. Instruments That Measure Self Concept. Chicago Board of Education, Illinois. 81p. ED 079 431.

Bibliographies; Educational Quality; *Elementary Grades; *Measurement Instruments; Program Evaluation; Psychological Tests; Rating Scales; *Self Concept; *Self Concept Tests; Urban Schools

Materials are presented that resulted from a search for a measure of self-concept to be used in the evaluation of Project R.E.A.D., a program to improve the quality of education in urban schools. Most of the instruments listed are appropriate for the elementary level. In addition to a list of the instruments, this document also contains a listing of authors, a description of instruments, and a bibliography.

39. Kane, Terry J.; Rawls, Horace D. Use of a Self-Anchoring Technique in Assessing Self-Conceptions of Visually Impaired Persons. 1970, 12p. ED 066 856

Age Differences; *Exceptional Child Research; *Rating Scales; *Self Concept; *Self Evaluation; *Visually Handicapped

The Cantril-Kilpatrick Self-Anchoring Technique (1960) was used to assess self concepts of visually impaired persons by performing a numerical evaluation of visually impaired persons' self ratings and a content analysis specifying dimensions used by the individuals in rating themselves. A total of 577 persons participated. Results showed that the majority of clients placed themselves at the middle of the scale. It was also found that the noncongenital group consistently rated themselves higher at the positive end of the scale. Younger clients were reported to have better self concepts than those individuals 30 years of age and over. Analysis of data included descriptive comparisons between clients interviewed in the field and those in the clinic, comparisons between races, age categories, sexes, degrees of residual vision, age at onset of visual impairment, the length of impairment, and education categories; some emphasis was placed on rural distinctions.

40. Kiester, Dorothy J. Who Am I? The Development of Self-Concept. 1973, 23p. ED 082 817

*Child Rearing; *Early Childhood Education; Educational Environment; Emotional Adjustment; *Emotional Development; Emotional Problems; Environmental Influences; *Parent Child Relationship; *Self Concept; Teacher Behavior

The first stage of self-concept development concerns the parents' treatment of the child. Parents are advised to be accepting and supportive of children, particularly toddlers. Punishment and repression of toddlers' curiosity has deleterious effects on their emotional development. The second critical variable in establishing a sense of self concerns the child's perceptions of society's evaluation of his family. Teachers are advised to reflect positive values and attitudes towards children's parents, even if they hold different personal standards. Teachers must be aware of the emotional significance of initial parent-child separations. The third stage in the development of self-concept is the child's accumulation of positive and negative experiences. Conditions in which interpersonal and academic success are facilitated must be established.

Also available from: Learning Institute of North Carolina, Durham, N.C. 27701 ($1.50)

41. Knapp, Joan, Comp. An Omnibus of Measures Related to School-Based Attitudes. 1972, 24p. ED 076 074

*Attitude Tests; Elementary Grades; Kindergarten; *Measurement Instruments; *School Attitudes; Scondary Grades; *Self Concept Tests; *Student Attitudes

Summaries are provided for 16 measures of school-based attitudes. All of the instruments are paper and pencil, self-report inventories. Some are designed for children 4-8 years of age; others are for students in secondary grades. Each of the instruments is presented in the following format: Title, Description, Subjects, Response Mode, Scoring, and Comments. The 16 measures are: Survey of Study Habits and Attitudes; School Interest Inventory; The Student Opinion Poll II; School Morale Scale; Measures of School and Learning Attitudes; Attitudes Toward Education; Polittle Sentence Completion Test; Pictographic Self Rating Scale; Children's Attitudinal Range Indicator; When Do I Smile?; Attitude Toward Any School Subject; Attitude Instrument to Evaluate Student Attitudes Toward Science and Scientists; Inventory of Reading Attitude; A Childhood Attitude Inventory for Problem Solving; Mathematics Attitude Scale; and A Semantic Differential for Measuring Attitudes of Elementary School Children toward Mathematics. Fifteen references are provided.

42. Kohler, P. Terence. A Comparison of Open and Traditional Education: Conditions That Promote Self-Concept. 1972, 12p. ED 075 903

Educational Research; *Open Education; Research Methodology; *Self Concept; *Self Concept Tests; Sex Differences; Speeches; Statistical Analysis; *Traditional Schools

The study tests hypotheses derived from the proposition that open education promotes self-concept. The Sears Self-Concept Inventory, yielding scores in six self-concept "areas," was administered to 316 students, ages 9 to 12, from six suburban schools. The Walberg-Thomas Scales rated each school as to degree of openness. No significant difference in any of the six "areas" of self-concept was found between students in the open and those in the traditional groups. Significant differences in total self-concept were found between males in open and traditional schools, between males and females in open schools, and between open schools. No correlations were found between a school's openness and the students' self-concept.

43. Kremer, Barbara, Comp. Self-Concept Development: An Abstract Bibliography. 1972, 28p. ED 063 015

*Abstracts; *Bibliographies; *Child Development; *Early Childhood; Preschool Children; Publications; Racial Attitudes; Reference Materials; Resource Materials; *Self Concept

This bibliography with abstracts has been compiled from documents in the ERIC microfiche collection and from journal literature. The abstracts of selected documents have been taken from "Research in Education" and journal citations have been taken from the "Current Index to Journals in Education." The material contained in the bibliography concerns one of the following subject areas: self-concept formation and implications for education; self-concept and racial attitudes; programs that focus on developing self-concept; and enhancing the preschooler's self-image in the classroom. A few additional references are provided for the reader, and ordering information is given.

44. Krenkel, Noele. The Assessment of Ethnic Group Self-Concept. 1973, 27p. ED 076 718

Classroom Environment; Data Analysis; Elementary Grades; *Majority Attitudes; *Minority Groups; *Research Methodology; School Integration; *Self Concept; Self Concept Tests; *Semantic Differential; Urban Schools

To determine the status of ethnic groups' self-concepts in a desegregated integrated urban school, a pictorial semantic differential instrument which measures self-concept was given to a quota sample of intermediate classes (4-6 grades). One hundred and fifty-nine children were sampled representing black, Asian and white ethnic groups. Self-concept scores across groups, grades, and classroom environments were examined. No significant differences were found across ethnic groups or grades within the five concepts utilized on the instrument. All ethnic groups ranked the five concepts in the following order from high to low: me when I grow up; feelings about self; skin color; how children feel about me; school. A significant difference was found at the .05 level between open and standard classrooms on the concept "how children feel about me," open classrooms having a more positive mean value on this concept. It has been recommended to the school that programs be initiated to change the children's concept toward the school environment and that the concept "school" be utilized as a pre-test and post-test measurement for any school improvements undertaken. It was also suggested that the school further investigate the open classroom environment for its social effects upon children.

45. Lambert, Howard. Comparison of Cognitive Developmental Theories of Ego and Moral Development. 1972, 2p. ED 081 465
Hard copy not available from EDRS.

Adolescents; Adults; *Developmental Psychology; Elementary School Students; *Moral Development; *Personality Development; *Self Concept; Theories

Two developmental stage theories concerned with moral development (Kohlberg) and ego development (Loevinger) were compared. Correlational relationships between the stages of each theory were measured, and a contingency table that visually portrayed the relationships between the stages was included. The study was based on two hypotheses: (1) There would be a high, positive correlation between the Loevinger and Kohlberg stages; and (2) The ego development test could be broken down into its various components. The Kohlberg Moral Development Test and the Loevinger Sentence Completion Test were the instruments used for assessment. Subjects included a group of 11- 15-year-old middle-class children to tap the lower ego levels, a group of young adults, clinical psychologists and psychiatric social workers. Analysis of results supported the first hypothesis, and the contingency table revealed clear parallels between the two series. The second hypothesis, however, was rejected. Discussion focused on characteristics of the instruments of measurement and theoretical implications.

Also available from: American Psychological Association, 1200 17th Street, N.W., Washington, D. C. 20036

46. Landry, Richard G.; Pardew, E. Michelle. Self-Concept Enhancement of Preschool Children. 1973, 12p. ED 081 490

*Developmental Guidance; Middle Class; Personal Growth; Personality Development; *Preschool Children; *Self Concept; *Self Concept Tests

This study investigated whether a self-concept enhancement program would effect significant change in the self-concepts of 4-year-old middle class preschoolers as compared with classmates not in the program. All participating children (N=52) were pre- and posttested using the Thomas Self-Concept Values Test and the Developmental Profile. The experimental group consisted of 34 children, who participated in 33 sessions (one 20- to 30-minute session per day) over an 11-week period. Activities focused on enhancement of the physical, intellectual, emotional, and social self. The control group consisted of 18 children. Results indicated the experimental group did show more significant changes in self-concept scores than the control group. Parallels were observed between significant self-concept scale changes in the experimental group and certain specific self-concept enhancement activities. Teachers' ratings and children's self-reports indicated very significant increases on the factor scales of happiness, sociability, sharing, less fear of things and people, independence, self-confidence, and sensitivity to others. The control group showed only a significant increase in self-awareness. This study has underscored the need for self-concept enhancement programs as a crucial aspect of preschool experience.

47. Leonetti, Robert. A Primary Self-Concept Scale for Spanish-Surnamed Children, Grades K-4. 1973, 87p. ED 071 813

Academic Achievement; *Children; Cultural Factors; Doctoral Theses; *Group Tests; *Mexican Americans; *Primary Education; *Self Concept; Socioeconomic Influences; Statistical Analysis; Tables (Data)

The purpose of this study was to develop a group test of self-concept which is especially applicable to the Spanish-surnamed primary school student. The pilot version of this instrument, the Primary Self-Concept Scale (PSCS), was designed to measure 5 aspects of self-concept which were felt to be relevant to school success: behavior, intellectual, physical appearance, peer relationships, and emotional state. After factor analysis, however, the factors identified were (1) aggressiveness/cooperation, (2) intellectual self, (3) peer ostracism/acceptance, (4) helpfulness, (5) physiological self, and (6) adult acceptance/rejection. The 2 additional factors measured in this study were emotional self and success/nonsuccess. Both the preliminary and the revised PSCS were administered to 650 primary school pupils in New Mexico. Emanating from the PSCS was the third revision, the Primary Self-Concept Inventory (PSC^I). Studies concerning the further development and refinement of the PSCI should include subjects from a variety of age levels, ethnic groups, and socioeconomic levels. Further research should also entail the development of remediational procedures closely related to performance on the PSCI.

48. Lewis, Michael; Brooks-Gunn, Jeanne. Self, Other, and Fear: The Reaction of Infants to People. 1972, 29p. ED 067 169

Bulletins; Child Development; *Cognitive Development; *Emotional Development; *Fear; *Infant Behavior; Infants; Interpersonal Relationship; Research; *Self Concept Tests; Sex Differences; *Social Development; Stimulus Behavior

Because of the sparcity of research on infants' response to social events, especially different categories of people, infants between 8 and 18 months of age were introduced to five different social events: strange adult male and female, strange 4-year-old female, mother, and self. The infants' responses indicated that approach affects stimulus differentiation (in terms of fear), while age affects levels of response intensity. Strangeness of the social event was not sufficient to explain the results, and ethological and cognitive theories are discussed. It is suggested that the cognitive construct of self be introduced to explain the results. It appears reasonable to assume that by eight months the self as differentiated from other is well established, and some specific categories of self, such as size, sex, or efficacy, may also be established.

49. Linton, Thomas H. A Study of the Relationship of Global Self-Concept, Academic Self-Concept, and Academic Achievement Among Anglo and Mexican-American Sixth Grade Students. 1972, 13p. ED 063 053

*Academic Achievement; *Anglo Americans; Comparative Analysis; Cross Cultural Studies; *Elementary School Students; Grade 6; Mexican Americans; *Self Concept; Sex Differences; Socio-economic Status; Tables (Data)

The study was conducted to determine (1) if Anglo and Mexican American 6th-grade students differed significantly on measures of global and academic self-concepts and (2) the relationship of academic achievement to these self-concepts. A sample of 172 Anglo and 160 Mexican American students from 16 elementary schools in a southern New Mexico city was stratified by 3 socioeconomic levels. The Piers-Harris Children's Self Concept Scale and a 5-item factor-analyzed scale developed from existing research were used to measure self-concept. Student achievement was measured by teacher-assigned grades in reading, arithmetic, and social studies and by the Iowa Test of Basic Skills. A 3-way analysis of variance model (with students classified according to ethnicity, sex, and socioeconomic level) was used to test differences between students. Results indicated no significant differences between ethnic groups in terms of academic and global self-concepts, and no sex differences were found. Significant differences were found in both self-concept measures between socioeconomic levels. High socioeconomic level was associated with high self-concept and low socioeconomic level was associated with low self-concept. However, middle-socioeconomic-level Mexican American students' academic self-concept scores were almost the same as those of low-socioeconomic-level Anglo and Mexican American students. Results of actual achievement were consistent with findings of previous studies, and correlation analysis of the relationships between self-concept and achievement did not yield a consistent pattern across socioeconomic levels.

50. Loevinger, Jane. Recent Research on Ego Development. 1973, 17p. ED 078 066

Changing Attitudes; *Child Development; Children; Cognitive Processes; Infants; *Literature Reviews; *Psychiatry; *Psychological Patterns; *Self Concept

One conception of ego development and recent research on its outcome are presented. The infant first asserts his selfhood through demand and negation. This is the Impulsive stage. The next stage is the Ritual-hedonistic stage, in which controls are supplied by ritual observances, and reward and punishment remain important sanctions. The next stages include the Conformist stage, at which the child accepts the rules of the group; the Conscientious stage, at which he evaluates for himself which rules he shall follow; and the Autonomous stage, at which he tolerates ambiguity. The work of Piaget and Erikson are reviewed to shed light on these stages.

51. Lucas, Lawrence A.; And Others. Self Reported Perceptions of Elementary School Students as Learners in the Ecology of the School. 1970, 9p. ED 037 777

*Elementary School Students; *Pupil Personnel Services; Role Perception; *Self Concept; Self Evaluation; *Student Attitudes; Student Behavior; Student Opinion

Self-reported perceptions of elementary school students (6,500 fourth through sixth graders), were obtained by means of questionnaires. Included among the perceptions were: reason for school, role as a rule obeyer, role as a teacher pleaser and role as an achiever. The results indicate that students generally like their school, believe the rules of their classroom are just about right, are willing to obey them, and believe they are doing about as well as other students in their classroom. The report concludes that students believe their classmates would rather play than work, that school is important to their future, and that school is teaching them to prepare for a job or teaching them things they need to know when they grow up. The students perceive themselves primarily as rule obeyers and teacher pleasers. Also suggested is the fact that about a third of the students are dissatisfied with school, would prefer not to attend school, are not aware of their teacher's evaluation of their school work, and feel that their achievement is less than satisfactory. The data also reveals great differences in student perceptions from school to school.

52. McAdoo, Harriette Pipes. Self Concepts and Racial Attitudes of Northern and Southern Black Preschool Children. 1970, 25p. ED 062 496

Economically Disadvantaged; *Family Background; Fatherless Family; Negro Attitudes; *Negro Youth; Northern Attitudes; *Preschool Children; *Racial Attitudes; Racial Recognition; Rural Urban Differences; *Self Concept; Socioeconomic Status; Southern Attitudes

This study attempts to view some of the historical and social factors that may affect the development of self concepts and racial attitudes of black children in a northern and southern environment, and to examine the differential effect of growing up in a female-headed household on the relationship between the self concept and racial attitudes of black preschool children. Comparisons were made between the demographic groups and between children who have grown up in a nuclear or mother-headed household. The northern sample was located in a working class, urban center outside the Detroit area. All were attending a year long child development project under Head Start. The staff and children were about evenly mixed black and white. The southern sample was located in a working class, rural area in Bolivar County in the Mississippi Delta area, where there is little contact

with whites. The children were enrolled in two Head Start centers in Mound Bayou, Mississippi. The subjects were 63 black children in Michigan and 58 in Mississippi. Four sets of materials were used: Peabody Pictures Vocabulary Test, Williams and Roberson Pre-School Racial Attitude Sex-Role Attitude Picture Series, Thomas Self Concept Values Test, and Racial Identification Procedures.

53. Mattil, Edward L. The Self in Art Education. Research Monograph 5. 1972, 19p. ED 076 460
Hard copy not available from EDRS.

*Art Education; Creativity; Educational History; *Educational Philosophy; *Individual Development; Literature Reviews; Self Actualization; *Self Concept; *Self Expression

The major purpose of this paper, based on a talk given at the National Art Education Association Conference in Dallas, April, 1971, is to review literature in art education concerning the concept of self in order to get a better perspective on present thought in art education and to determine new directions, priorities, and purposes. Some of the ways in which art education was influenced by the romantic notion and the sentimental concept of the self, the progressive movement, and by psychology are traced by noting the thoughts of many progressives who viewed the development of self expression and creativity as the central mission of art education. Specific examples of self in art education are given. The review reveals that there has been historical consistency in purpose for the self to become an integral part of art education. The philosophy that every child has the potential for continuous growth and development and that he should be an active, creative self-disciplined innovator still exists. The aim of art education is to develop self-confidence, self-awareness, self-esteem and self-growth.

Also available from: National Art Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. ($1.00)

54. Mitchell, Allee J. Who In The World? 1972, 9p. ED 078 920

Childhood Needs; *Early Childhood Education; Individual Needs; Preschool Teachers; *Psychological Needs; *Self Concept; Speeches; *Teacher Responsibility

The live and taped portions of a speech concerning human needs, particularly the need to find one's own identity, and the responsibility of educators in helping young children answer the question "who in the world am I?" are presented.

55. Morin, Stephen F.; Jones, Reginald L. Social Comparison of Ability in Blind Children and Adolescents. 1972, 21p. ED 067 800

Adolescence; *Age Differences; *Blind; Childhood; *Exceptional Child Research; Self Concept; *Self Evaluation; *Social Attitudes; Visually Handicapped

Forty-five blind, school aged subjects (aged 6-18 years) were questioned to determine the influence of age on the choice of the blind as a reference group for social comparison of abilities. To assess the direction of social comparison behavior, each subject was presented with a replication of three questions (which differed in the degree to which they implicated blindness as a relevant factor in reference group processes) previously asked of early-blinded adults, a questionnaire, and two performance tasks. On the replicated questions, the school aged subjects were significantly more likely to exhibit comparison behavior than the earlier reported adult sample and significantly more likely to choose the blind for comparison purposes on two items than early blinded adults. The younger group (6-11 years) within the school aged sample chose the blind significantly more than the older group (12-18 years) on three items. The authors discussed results in the light of Festinger's theory of social comparison processes.

56. Myers, Karin R. The Self Concept of Students in Individually Prescribed Instruction. 1972, 22p. ED 061 551

Educational Programs; Elementary Education; *Elementary School Students; *Individualized Instruction; Instructional Technology; Personality; *Self Concept; Self Esteem; *Self Evaluation; *Teacher Influence

The author tests the proposition that an educational program containing a minimum amount of failure will help the student to achieve a favorable self-attitude. Based on the belief that early experience of success leads to a healthy self-concept, it is hypothesized that children in an individually prescribed instruction program (IPI) should have a significantly higher self-concept than children in traditional programs. The self concepts of groups of third, fifth and sixth graders enrolled in IPI programs are compared. Statistical analyses of the data shows that students who have been in IPI programs three years have significantly lower self concepts than students who have been in IPI programs one or two years. A cautious interpretation of this finding is urged. A review of the literature related to self-concept is included.

57. Papert, Seymour. Teaching Children Thinking. Artificial Intelligence Memo Number 247. 1971, 29p. ED 077 241

Computer Assisted Instruction; *Computers; *Educational Innovation; Educational Technology; Elementary School Students; *Learning Processes; Programming; *Self Evaluation; Theories; Though Processes

It is possible to maintain a vision of a technologically oriented educational system which is grander than the current one in which new gadgets are used to teach the old material in a thinly disguised old way. Educational innovation, particularly when computers are included, can find better things for children to do and better ways for the child to think about himself doing those things. The combination of the conceptual power of theoretical ideas and the rigorous formalization demanded by computer work, such as writing programs, helps the child to articulate the working of his own mind and to understand the interaction between himself and the rest of reality. He thus not only thinks and learns about the world, but also about the processes of thinking and learning, achieving for himself the power to deal with whatever he experiences. These conclusions are supported by the results of projects in which elementary students who worked with computers developed an intense involvement with the processes of learning, with better results than found in conventional educational programs.

58. Porter, Judith D. R. Black Child, White Child: The Development of Racial Attitudes. 1971, 287p. ED 049 328
Document not available from EDRS.

Attitude Tests; Bias; Caucasians; *Childhood Attitudes; *Interaction; Negro Youth; Play; *Preschool Children; Preschool Learning *Racial Attitudes; Racial Recognition; *Self Concept; Self Esteem; Socioeconomic Status

In Part One of this study of both racial attitudes in and the influence of race on social interaction between preschool children, "The Acquisition of Racial Attitudes," there is a discussion of mechanisms of racial attitude transmission, and a review of other studies. Part Two, "Sociological Correlates of Racial Attitude Formation," describes the methods of inquiry used, including the TV-story game, an analysis of doll choice by race and age, and social class, contact, and shade of skin color as correlates of racial attitude formation. Part Three, "The Effects of Racial Attitudes on Personality and Interaction," discusses racial self-concept, the personal dimension of self-esteem, and actual playmate choice in a desegregated setting. Part Four focuses on the implications of the data for theory, research, and public policy. The coding scheme for comments and free play, and self-portrait and story code sheets are appended.

Availability: Harvard University Press, Cambridge, Mass. ($8.95)

59. Powell, Marvin M. Changes in Self-Esteem as a Result of an Individualized Curriculum. Preliminary Report. 1972, 9p. ED 074 711

*Elementary Grades; *Individualized Curriculum; *Individualized Instruction; *Minority Groups; Self Concept Tests; *Self Esteem

Preliminary results give strong indication that six months with an individualized instruction curriculum (Westinghouse Learning Corporation's PLAN) greatly increase self-esteem among elementary-school children. Children from a working class, ethnically mixed school, whose self-esteem was lower in October than children from control schools (the control students also had higher IQ and achievement levels), had greater self-esteem in May than did the children from the control schools. While more detailed analysis will be needed to determine effects on achievement, such striking effects on self-esteem in a population with heavy minority representation are already considered to be of major importance.

60. Primary Self-Concept Scale: Test Manual. National Consortia for Bilingual Education, Fort Worth, Texas. 39p. ED 062 847

Behavior; Bilingual Education; Bilingualsim; Identification (Psychological); Individual Development; Kindergarten; Mexican Americans; Peer Relationship; Personality Tests; *Primary Grades; Scoring; *Self Concept; *Self Concept Tests; Self Esteem; Self Evaluation; *Spanish Speaking; *Test Construction; Test Interpretation; Test Reliability; Test Validity

It is the purpose of the test described in this document to provide a procedure for economically evaluating several aspects of self concept relevant to school success. The test was constructed specifically for use with the child of Spanish or Mexican descent in the southwest, but it is also appropriate for use with children from the Anglo culture. The test consists of 24 items; in each item, the examinee is told a descriptive story about an illustration and is instructed to draw a circle around the person in the illustration that is most like himself. This document includes directions for administering the test, the descriptive stories accompanying each test item, and details on scoring interpretation, test construction, reliability, and validity. Statistical data and results are also included. For the illustrations used in the test, see Ed 062 846 for the boys' version and Ed 062 845 for the girls' version.

61. Puble, Diane N. Children's Approaches to Tasks, Self-Perceptions, and Use of Relevant External Cues. 1972, 12p. ED 076 249

*Affective Behavior; Age Differences; *Child Development; Cognitive Development; Developmental Psychology; *Developmental Tasks; *Problem Solving; *Self Concept

A proposed study of the differences in the way children perceive, approach, and behave in problem-solving situations is described. The behavioral measure to be used is "glancing," which has been related to outerdirectedness. Children will be given two sets of two puzzles to put together. On the basis of the number of glances and the situation in which glancing occurs, the subjects will be assigned to three categories:

(A) innerdirected--task oriented and nonattentive to external stimuli; (B) outerdirected for information seeking purposes; and (C) outerdirected for non-information seeking purposes. The effectiveness of the children's performance on a concept-identification task under cue relevant and cue irrelevant conditions will be assessed, and differences in certain self-perceptions of the children in the three categories will be examined. The study will examine differences in the ways the three categories of children react to an outcome in terms of pride and shame. In addition, two self-perception variables hypothesized to mediate the outcome/affect relationship will be observed. Children will be given tasks to perform in which the outcome is ambiguous and success/failure can be manipulated. Three developmental levels will be represented in the sample of children: children just below (ages 5 and 6) and just above (ages 7 and 8) the shift from intuitive to concrete operational stages will comprise the youngest wo developmental levels, and children age 10 will represent the third developmental level. (For related document, see Ed 076 243.)

62. Purkey, William W.; And Others. The Development of a "Pupil Behavior Inventory" to Infer Learner Self Concept. 1971, 11p. ED 050 153

Academic Achievement; *Elementary Schools; Factor Analysis; *Rating Scales; Scores; *Self Concept; Self Evaluation; *Student Behavior; Student Evaluation; Students; Student Teacher Relationship; Teachers; *Test Reliability; Test Validity

The Pupil Behavior Inventory was developed to infer learner self concept from teachers' ratings of eighteen items related to a pupil's overt classroom behavior. Split-halves reliability estimates for eleven teachers was 0.93 and reliability of the total score means of three raters for eleven students was 0.84. Four areas related to self concept as learner were identified from a factor analysis and were labelled: 1) relating 2) asserting 3) investing 4) accomplishing. Advantages of the instrument are: ease of scoring, non-reactivity with the pupil, measurement of self concept of early elementary pupils, as well as older pupils, and measurement of public behavior. Preliminary and revised versions of the instrument are included in the appendix.

63. Purkey, William W.; Graves, William. Self Perceptions of Students Enrolled in an Experimental Elementary School. 1970, 8p. ED 037 794

Academic Achievement; Child Development; *Educational Environment; *Elementary School Students; Innovation; *Self Concept; *Self Esteem; *Self Evaluation; Ungraded Elementary Programs

The study explores the impact of an innovative, learn-teaching, completely ungraded elementary school on the professed self-esteem of students in that school. The experimental school was heavily oriented toward a humanistic approach to education and stressed success experiences for all children, elimination of academic failure and yearly detention, and maximum freedom for exploration. A neighboring elementary school with conventional grade levels and self-contained classrooms, was selected for comparison. Two hypotheses were tested: (1) students enrolled in the experimental school will evidence greater self-esteem than students enrolled in the comparison school, and (2) as grade level increases, so will measured differences in self-esteem between the two groups of students. 25 self-referent statements worded for children from ages eight through ten were tested on subjects from the comparison school and the innovation school. The mean scores by grade and school and analysis of variance for experimental and control groups verified the hypotheses. The study also indicated that prolonged exposure to the innovative school environment had a positive influence on the professed self-esteem of children from ages eight to twelve.

64. Purl, Mabel C.; Curtis, Jonathan. A Look at Combination Class Effects at Emerson Elementary School. McAteer Project M9-14. 1970, 13p. ED 042 863

Achievement Rating; Anxiety; Caucasian Students; *Cross Cultural Studies; *Early Childhood Education; *Educational Innovation; Multigraded Classes; Negro Students; Perception Tests; Race Relations; *Racial Attitudes; *Self Concept; Statistical Data; Test Results

This study was conducted in the Emerson Elementary School of the Riverside Unified School District, California, which operates multi-grade (combination) and single grade (non-combination) classrooms in the Early Childhood Department and also special programs to improve interracial understanding. The study explores the effects of student participation in combination classes on: (1) achievement; (2) anxiety; (3) perceived attitudes of others toward self; (4) self-attitude; (5) racial interactions; and, (6) racial attitudes. Significant differences were found in relation to variables of anxiety, racial interactions, and racial attitudes: (1) pupils in combination classes were less anxious about school than pupils in non-combination classes; (2) blacks in combination classes were more likely to be chosen by non-black pupils as teammates, workmates, and seatmates than were blacks in non-combination classes; and, (3) combination class pupils perceived black male pictures as kinder and black children as happier than did non-combination class pupils, while non-combination classes perceived white male pictures as kinder than pupils in combination classes.

65. Quandt, Ivan. Self-Concept and Reading. 1973, 39p. ED 071 064

Academic Achievement; *Classroom Environment; Elementary School Teachers; Reading; *Reading Instruction; Reading Materials; *Self Concept; Self Concept Tests; *Student Teacher Relationship; Teacher Influence; *Teacher Role

Although students who feel good about themselves and their abilities are the ones who are most likely to succeed, there is little in reading materials today that would make a student feel good about himself. The emphasis given to reading skills, sequence, and objectives has forced self-concept into the background. Thus, this paper explores the relationships that exist between reading and self-concept and describes practical applications of this relationship so that an elementary teacher can use them in the classroom to improve self-concepts as well as reading abilities. To build better reading self-concepts, it is suggested that teachers minimize the difference between reading groups. Of equal importance are the students' feelings of acceptability to their teacher, which can be accomplished through a sharing of interests and a classroom atmosphere conducive to favorable self-images. These positive self-concepts can then be extended into the home through group meetings with parents or school-home cooperative programs. Above all, teachers should recognize that success or acceptance are products not of a set of materials or of a program or classroom organization, but of the teacher.

Also available from: International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 ($1.50 non-member, $1.00 member)

66. Reed, Cheryl L.; And Others. The Relation of Sex Role Stereotypes to the Self-Concepts of Lower and Middle Class Elementary School Children. 1972, 18p. ED 064 640

*Disadvantaged Youth; *Elementary School Students; Elementary School Teachers; Individual Characteristics; *Middle Class; Personality; *Self Concept; Self Concept Tests; Self Congruence; Self Esteem; Sex (Characteristics); *Sex Differences

The primary purpose of this study was to identify how boys and girls differ in reported self-concept in lower class inner city schools. In addition, how teachers perceive the "typical" boys' and girls' self-concept was investigated. The Piers-Harris Self-Concept Scale was administered in group sessions to students in grades three through six from various inner city and middle class schools. Elementary and secondary teachers enrolled in graduate education courses were asked to mark the Piers-Harris items as "typical" elementary school boys (or girls) would mark it. In both samples (lower class and middle class) boys tended to view themselves as being less anxious than girls and girls reported they were better behaved than boys. Teachers' stereotypic self-concept scores did not differentiate boys and girls. However, teachers did identify

some items which differentiated in the middle class sample. Teachers appeared to greatly underestimate the differences between boys and girls in both samples. In addition, although the lower class girls had significantly lower self-concept scores than boys, middle class girls and boys did not differ in reported self-concept.

67. Rhine, W. Ray. Ethnic Minority Perspectives on the Evaluation of Early Childhood Education Programs. 3p. ED 062 010

American Indians; Childhood Needs; Cognitive Processes; Cross Cultural Studies; *Cultural Enrichment; Cultural Factors; Discriminatory Attitudes (Social); *Early Childhood Education; Educational Finance; Educational Programs; Ethnic Groups; *Minority Groups; Motivation; Negroes; *Program Evaluation; Research; School Systems; *Self Concept; Social Attitudes; Student Alienation; Symposia; Values

Issues presented at a symposium on ethnic minority perspectives and evaluation of early childhood education are presented. Two presentations are summarized. The first, "Evaluation Research and the Education of Oppressed Minority Group Members," by Edward J. Barnes, emphasizes that the evaluation of education programs must include a look at the person in a social as well as academic context. It is stated that the exclusion of ethnic minority values from the academic scene is the cause for the school system's failure to educate ethnic minority children. The second paper, "The Implications of Cognitive Styles and Cultural Democracy for Evaluation Research," by Manuel Ramirez, states that cultures and values of minority groups in the United States, especially those of Black and Indians, have been viewed as pathological and inferior. It is also stated that the result of ignoring these cultures is the alienation of minority group children from the schools.

68. Robertson, Douglas J. The Effects of an Intergrade Tutoring Experience on Tutor Self-Concept. 1971, 8p. ED 059 769

Analysis of Variance; *Behavioral Objectives; Comparative Analysis; *Cross Age Teaching; *Elementary School Students; Grade 1; Grade 5; *Self Concept; *Tutoring

The effects of an intergrade tutoring experience on the self-concepts of 93 fifth-grade students who tutored 31 first-grade students in the attainment of sight words are described. The study tested and analyzed the hypothesis that there will be no significant difference in the post-test semantic differential mean scores among groups on the concept "self." Two experimental groups and one control group were used. A modified pretest-posttest control group design was employed. The actual tutorial sessions were held 30 minutes per day, three days per

week over a two-month period. The semantic differential was used to assess the self-concepts of the fifth-grade subjects, and a distinct, one-way analysis of variance was applied to test the null hypothesis. The results indicated that the fifth-grade student tutors developed significantly different and more positive self-concepts. Factors that contributed to this result were that the student tutors were thoroughly trained in tutoring behaviors and procedures, given a well-defined set of tasks to accomplish, given demonstrations on how to employ the program materials, provided with opportunities to role play the part of the first grader and the fifth grader, informed as to the purposes and expected outcomes of the program, and directly involved in the evaluation process.

69. Rosen, Pamela, Ed. Measures of Self-Concept Grades 4-6. 1973, 6p. ED 083 320

*Annotated Bibliographies; *Elementary School Students; *Measurement Techniques; *Self Concept Tests; Self Esteem; *Student Attitudes

This 31-item test bibliography deals with a variety of currently available measures of self-concept and self-esteem. For the purposes of this listing, self concept was defined as a multidimensional construct encompassing the range of an individual's perceptions of himself. Many of the devices contained herein emphasize the learner's self-concept or the child's conception of himself in the school environment. However, several global measures are also described. Various methods for assessing self-concept, including direct observations, behavior ratings, self-reports, and projective techniques, are presented. The instruments described in this listing are appropriate for use with children in grades four through six. Information was obtained from the holdings and references of the Educational Testing Service Test Collection.

Also available from: Test Collection, Educational Testing Service, Rosedale Road, Princeton, N.J. 08540

70. Rowen, Betty. Emerging Identity through Movement. 1972, 12p. ED 073 854

Cognitive Development; Concept Formation; Early Childhood; *Early Experience; Emotional Development; Infancy; *Kinesthetic Perception; Motor Development; Perceptual Development; Preschool Learning; *Self Concept; Social Development; Speeches

Movement is one of the primary ways in which the young child finds out about his world. Experiences in movement help the young child to develop a healthy sense of identity. Through movement, children: (1) learn, as infants, to distinguish themselves from the outside world; (2) find out

what they can do and how they can affect their environment; (3) discover their own body parts and develop self-concept as they learn different ways to use them; (4) develop creativity by inventing new movement; (5) express emotions through movement and, possibly, learn that others feel the same emotions; and (6) learn to identify themselves with a group and, possibly, develop ethnic pride through movement experiences. Thus movement involved the physical, cognitive, affective and social developmental areas.

71. Sears, Pauline S. Effective Reinforcement for Achievement Behaviors in Disadvantaged Children: The First Year. 1972, 88p. ED 067 442

*Academic Achievement; Classroom Environment; *Disadvantaged Youth; Economically Disadvantaged; Educational Strategies; Elementary School Students; Individualized Instruction; *Individual Power; *Reinforcement; *Self Concept; Student Attitudes; Teacher Attitudes; Teacher Education

This report describes the results of the first year of a five-year study whose overall aims are twofold: (1) to discover classroom strategies that can improve students' achievement, their self concept, and their belief in their own ability to control the type of reinforcement they receive in school; and (2) to develop procedures for training teachers to employ these strategies. The specific aims of the first year were to select instruments to assess the attitudes and classroom behavior of both children and teachers, and to ascertain the relationships, in a small sample of classrooms, between characteristic teacher behaviors and children's end-of-year achievement and attitudes. The sample was composed of six third-grade classes and their six teachers from a low-income, predominantly black district; measures were taken early in and at the end of the school year. Since the sample for the first year of the study was small, the results described here are considered to be tentative. Evidence from the first year suggests that an individualized style of teaching, as contrasted with group instruction, significantly increases students' verbal achievement; individualized teaching appears to be especially effective with those children with a relatively positive self concept to start with. The development of such a self concept and a belief in internal control of reinforcement appears to be more likely among children who are well regarded socially by teachers and peers.

72. Ruedi, Jane; West, Charles K. Pupil Self Concept in an "Open" School and in a "Traditional" School. 14p. ED 066 217

*Comparative Analysis; Elementary Grades; *Elementary School Students; *Open Education; Rating Scales; *Self Concept; Semantics; Testing; *Traditional Schools

The self concept of fourth (N=9), fifth (N=9), and sixth (N=6) grade children, using Gordon's How I See Myself Scale, were compared in the open and traditional school environments to determine if open-school students' scores would be significantly higher in composite self concept and in each of the factors of autonomy, interpersonal adequacy, academic adequacy, and teacher-school. Students from both types of schools were matched on the basis of grade and Staford achievement word meaning scores. The results did not support the hypothesis, nor did they support the claims of "open" schooling advocates. One factor, teacher-school, appeared to be the most amenable to modification by an open schooling treatment. The subject population of this study was not large and doubt is expressed about using a single criterion, that is, self concept, for evaluating schools.

73. Selcer, Roberta J.; Hilton, Irma R. Cultural Differences in the Acquisition of Sex-Roles. 1970, 12p. ED 077 585

Behavior Development; Concept Formation; *Identification (Psychological); Interviews; Preschool Education; *Preschool Learning; *Role Perception; *Self Concept; *Sex Differences; Socialization; Story Reading; Technical Reports; Toys

A study was conducted to investigate whether: (1) children's preferences for activities vary as a function of the cultural stereotypes to which they are exposed; (2) children's perception of appropriate activities for females and males vary as a function of the cultural stereotypes to which they are exposed; and (3) the degree of differences between females and males perceived by children is a function of the cultural stereotypes to which they are exposed. Ss were 12 girls and 12 boys, aged 3-5 years, from a traditional culture, Orthodox Judaism, and 12 girls and 12 boys (same age range) from a nontraditional culture. The parents of the latter group shared the idea that stereotyping of female and male roles harms both sexes. The children were presented individually with pictures of 24 toys, and each child was asked to select her/his eight favorite toys. Next, photos of girls and boys in play situations were shown to the children and stories were read to go with the pictures. Ss were asked to select one child pictured to complete the story. Finally, each subject was asked what he/she thought the differences are between boys and girls. Observational data indicated that the children from the traditional culture played in a very sex-typed manner; at the non-traditional schools, There were no boys' or girls' sides and boys and girls played together. The toy preferences of the traditional boys and girls were significantly different from each other. Non-traditional children were more likely to give non-stereotyped answers to the incomplete story questions. Traditional children were more likely to differentiate between the sexes, a tendency also related to age.

74. Soares, Louise M.; Soares, Anthony T. A Study of the Interpersonal Perceptions of Disadvantaged Children. 1971, 9p. ED 055 125

Academic Achievement; *Achievement Gains; *Changing Attitudes; *Disadvantaged Youth; Economically Disadvantaged; *Elementary School Students; Intervention; Remedial Instruction; Role Perception; *Self Concept; Self Concept Tests; Self Esteem; Social Relations; Suburban Youth; Summer Programs

An investigation was made into the various dimensions of disadvantaged children's self-perceptions in comparison to the interpersonal perceptions of them held by the significant adults in their environment--teachers and parents--both before and after a special summer program developed especially for the improvement of academic skills of the disadvantaged. The assumption was that, if the children were enabled to succeed in the other areas of the program--particularly in reading and arithmetic--they might also begin to hold a more positive attitude toward themselves, and the others' view of them might also improve accordingly. There were 63 children enrolled in a suburban community's summer ESEA project for its own disadvantaged. The program was carried on for six weeks in grades one to six, with provision made for reading and arithmetic remediation, nature study, arts and crafts, physical education, and personnel health care. The instrument utilized for measuring self-perceptions, the Self-Perception Inventory, measures self-concept, ideal concept, reflected self-classmates, reflected self-teachers, and reflected self-parents.

75. Soares, Anthony T.; Soares, Louise M. Differences in Self-Perceptions of Disadvantaged Students. 1970, 8p. ED 037 775

*Disadvantaged Youth; *Elementary School Students; *High School Students; *Self Concept; *Self Evaluation

The study tests two hypothesis: (1) disadvantaged children have significantly higher self-perceptions than advantaged children at both the elementary and secondary school levels, and (2) disadvantaged and advantaged elementary school children have significantly higher self-perceptions than disadvantaged and advantaged high school students. 661 advantaged and disadvantaged students were used from both elementary and secondary levels. An inventory of forty bipolar traits was administered to the students in five forms to obtain five different dimensions of their self-perception. Results of analysis indicate significance between elementary and secondary students and between advantaged and disadvantaged groups. Also shown are significant interactions involving group and level factors. The report concludes that elementary school children have higher self-images than secondary school students, and that disadvantaged children also have higher self-images than advantaged children.

76. Soares, Louise M.; Soares, Anthony T. Self Concepts of Disadvantaged and Advantaged Students. 1970, 7p. ED 042 871

Analysis of Variance; *Culturally Advantaged; *Culturally Disadvantaged; *Elementary School Students; Perception Tests; *Secondary School Students; *Self Concept; Test Results; Urban Schools

The specific intention of this study was to determine whether samples of disadvantaged students showed positive self-images (as had been shown by some of previous researches) and whether these are maintained when disadvantaged children move out of their neighborhood schools to the more integrated environment of the high school. Seven hundred and seven subjects from an urban school system used in the study were comprised of 309 disadvantaged students (138 in elementary school, 171 in secondary school; 184 boys, 125 girls) and 398 advantaged students (186 elementary, 212 secondary; 199 boys, 199 girls)--the criterion of "disadvantage" having been defined according to family income (less than $4,000 per annum), welfare aid status, and housing in low-rent or subsidized tenements. A self-perception instrument using 40 bipolar traits expressed in sentence form were presented to the subjects. An analysis of variance statistical design was applied to the index scores obtained. The results showed that disadvantaged children of all ages had higher self concepts than advantaged children, but that disadvantaged high school students were not as high in self concept as disadvantaged children at the elementary school level. Tables of test results are appended.

77. Soares, Louise M.; Soares, Anthony T. Tests of Self Concept as Measures of Personality Change. 1973, 13p. ED 076 638

*Concept Formation; Identification (Psychological); Individual Development; *Measurement Techniques; *Psychological Needs; *Self Concept; *Self Concept Tests; Self Congruence; Self Esteem; Self Evaluation; Speeches

The concept of self is basically derived from: (1) the responses made toward the individual by significant people in his immediate environment; (2) his perceptions of their behavior relevant to him; (3) the internalization of his perceptions into a coherent self of self-views; (4) the resultant self which he perceives as reflected back into the eyes of the significant others; (5) the reinforcement of that self as seen by him and by others and by his view of their concepts of him; and (6) his responses to the challenges and pressures of living. The self is reinforced by others who are like him, others who are important to him, others who are identification models of behavior, and himself when he chooses those behaviors that "prove" he is right about himself. An individual's self-esteem can suffer when he is not accepted, when he doubts his acceptability or competence, or when significant others disagree about his worth. The most common measures of self-concept are self-report, observational techniques, and combinational methods

(projective techniques and determining the congruence between self-ratings and ratings of others. A number of limitations in self-concept assessment are listed. Educators can enhance and sometimes modify the self-concept of students by: giving them unconditional acceptance as a person of dignity and worth; recognizing their special abilities and strengths, which increases self-confidence; providing both challenge and boundary for the emerging self, and providing modeling agents of behavior.

78. Stabler, John R.; Johnson, Edward E. Children's Perception of Black and White Boxes and Bobo Dolls as a Reflection of How They Regard Their Own and Other's Racial Membership. 1972, 18p.
ED 069 406
Hard copy not available from EDRS.

Bibliographies; Caucasians; *Personality Development; *Preschool Children; Racial Characteristics; *Racial Discrimination; Racial Integration; *Research Methodology; Self Concept; *Self Evaluation; Speeches; Statistical Analysis; Technical Reports; Tests

Investigation of how children's responses to black and white objects reflect racial concepts is reported. One series of experiments asking Headstart children to guess which objects they liked or disliked were hidden in black or white boxes. Although white children guessed more often that positively evaluated objects were in white boxes, black children also responded in this fashion with less consistency. Self concept statements were also linked to black and white boxes using tape recorded statements. In naturalistic settings, children more often deposited trash in black boxes. When given plastic hats and told to run and smash boxes or Bobo dolls, white children tended to hit the black targets first and black children hit white targets first, especially boys. The studies illustrate a method of measuring spontaneous reactions. Results indicate that by preschool age many black children have internalized the unfavorable racial attitudes of the larger society into their own psychological makeup. The assumption that the color white is better than the color black, or vice versa, is a socially relevant misconception which is worthy of change. Since children's attitudes in regard to color or racial differences are more easily modified, the generation to generation transmission of such attitudes may be most amenable to change by a program which focuses on children.

(Not available in hard copy due to marginal legibility of original document.)

79. Stabler, John R.; Johnson, Edward E. The Measurement of Children's Self-Concepts as Related to Racial Membership. 1970, 13p. ED 041 065

Caucasian Students; Cognitive Processes; *Elementary School Students; Middle Class; Negro Students; Perception; *Racial Attitudes; *Racial Differences; Racial Discrimination; Racial Recognition; *Self Concept; Self Esteem; Self Evaluation; *Sex Differences

The study involved two stages: first, the evaluation of various stimuli as positive or negative; and second, the determination of whether or not positive stimuli were associated with the color white, and negative stimuli with black. The stimuli were statements related to self perception. From four integrated preschools were randomly selected 15 white males, 15 white females, 15 black males, and 15 black females. All were from middle to upper middle income families, with an average age of five years, nine months. The testing procedure involved first establishing the evaluation of each self statement by having the child point to either a painted smiling or frowning face; and second, broadcasting each statement to the child such that the sound originated with equal intensity from each of two recorder speakers, one painted white and the other black. The basic prediction (that children would "hear" the positive self statements coming from the white box and the negative self statements coming from the black box) was supported by the data, the data for white subjects more clearly supportive than that for black subjects, and more for males than females.

80. Stanwyck, Douglas J.; Felker, Donald W. Intellectual Achievement Responsibility and Anxiety as Functions of Self-Concept of Third to Sixth Grade Boys and Girls. 1971, 23p. ED 080 903

*Academic Achievement; *Academic Failure; Age Differences; *Anxiety; Elementary School Role; Elementary School Students; Measurement; Research Projects; *Responsibility; *Self Concept; Sex Differences

Three test instruments were used in a self-concept study of 373 school children in grades three through six: (1) the Piers-Harris Self-Concept Scale; (2) the Intellectual Achievement Responsibility Questionnaire; and (3) the Children's Manifest Anxiety Scale. The study explored the relationship of self-concept to acceptance of responsibility for intellectual achievement and anxiety over intellectual failure, particularly as a function of age or sex. Results show that, across the grades, pupils with low self-concept gradually assume less responsibility for school success. Pupils with high self-concept gradually increase their acceptance of responsibility for success from grade three to five, maintaining a high level of acceptance in grade six. Girls consistently score higher than boys on measures of anxiety. Pupils with

low self-concept show much higher anxiety levels in all grades examined than pupils with high self-concept. Boys with low self-concept showed a generally consistent decrease in anxiety from fourth grade to sixth. The authors anticipate that a longitudinal design study might indicate the establishment of self-concept levels prior to the third grade, in which case attempts to enhance self-concept would need to begin at the outset of the school experience.

81. Stern, Carolyn. How Children Feel About Themselves: The Achilles Heel of Measurement. 1970, 14p. ED 065 172

Attitudes; Behavioral Science Research; Child Development; Classroom Observation Techniques; *Cognitive Development; *Early Childhood; Emotional Development; Evaluation Techniques; Intervention; *Measurement Instruments; Objectives; Preschool Children; Problem Solving; *Self Concept; Task Performance; *Testing

Two problems related to early childhood are studied: the specification of goals and the problem of measurement. Methods used to study these problems are to define objectives in the affective domain and to develop instruments to measure the attainment of these objectives. It is pointed out that the interrelationship between what the child is able to do and how he feels about himself is being more clearly recognized, and the lines of separation between the developmental and cognitive learning approaches are beginning to blur. It also pointed out that the cultivation of a positive self concept and the acquisition of cognitive skills must proceed in tandem and that both are important prerequisites for success in school and for the development of a competent, independent and contributing adult. There are two approaches to the assessment of behavior. The first method is observational, i.e., some scheme by which desired behaviors are categorized and rated by an external observer who is usually the classroom teacher or some other specially trained adult. The second technique relies on the subject's performance on specifically constructed tasks or test items. Finally, it is pointed out that there is a recognition of the need to find procedures for assessing change along both the emotional and cognitive dimensions so that the effectiveness of any preschool intervention can be more fully evaluated.

82. Stern, Carolyn; Luckenbill, Maryann. The Study of Self Concept in Young Children: An Annotated Bibliography. 1972, 88p. ED 076 247

*Abstracts; *Annotated Bibliographies; Literature Reviews; *Preschool Children; *Primary Grades; Research Reviews (Publications); *Self Concept

A bibliography of research concerning self-concept in young children is provided. All but a few entries are annotated. Annotations vary from a few lines to a page in length. The bibliography contains over 100 entries.

83. Sweely, H. D. The Effect of the Male Elementary Teacher on Children's Self-Concepts. 1970, 7p. ED 039 186

*Elementary School Students; *Elementary School Teachers; *Males; *Self Concept; *Teacher Influence

In order to test the often postulated theory that male elementary school students have lower self-concepts than female students because of the lack of male elementary school teachers, a group of 12-year-old students of varying socio-economic, intelligence, and achievement backgrounds was divided in half, with one half spending one school year with male teachers and the other half with female teachers. Statistical analysis of data from two self-concept tests administered at the end of the year indicated that male teachers had no differential effect on children's self-concept scores when compared to female teachers and that there was no significant interaction between sex of the teacher and the sex of the students on children's self-concept scores. Related findings indicated that: the female students had a significantly better self-concept than male students; there was no significant interaction effect between individual teachers and self-concept scores of children; and the mean self-concept scores did not differ significantly between classrooms. The lack of a significant relationship between male teachers and male students' self-concepts could be due to the short time spent with a male teacher as compared with five previous years with female teachers. The generally lower self-concept scores for boys and their possibly lower level of aspiration indicate a need for teachers to devise individualized curricula more appropriate for boys.

84. Tocco, T. Salvatore; Bridges, Charles M., Jr. Mother-Child Self-Concept Transmission in Florida Model Follow Through Participants. 1971, 34p. ED 047 079

Caucasian Students; Economically Disadvantaged; *Elementary School Students; Home Visits; *Intervention; *Kindergarten Children; Mothers; Negro Students; *Parent Child Relationship; *Self Concept

The purpose of this study was to: (1) examine the relationship of mothers' self-concept measures to children's self-concept measures; (2) analyze change in self-concept measures of children as a function of initial (beginning of school year) self-concept measures of mothers; and, (3) analyze change in self-concept measures of children as a function of change in self-concept measures of mothers. Self-concept measures were collected on 323 deprived mothers and their children. Canonical

and factor analyses indicated that self-concept measures of mothers are related to self-concept measures of their children; and that beginning of school year self-concept measures of mothers are related to change scores of their children over the school year. The latter relationship appears to have practical as well as statistical significance. Prior research suggests that even in relatively standardized achievement data the correlation between status and growth appears to be about 0.10. Hence the figure of 0.307 between status and growth appears substantial.

85. Turner, Kenne. A Theory of the Functional Self. 1973, 32p. ED 078 195

Behavior Development; Concept Formation; *Interaction Process Analysis; Interpersonal Relationship; *Self Actualization; *Self Concept; Social Behavior; Social Experience; *Social Relations; Theories; *Vocational Development

This paper reviews self theory that explores self as being a product of social interactions. From this theory it is seen that self formation is a developmental process which takes place within the social system. The individual's inferences from his social behavior define his self-concept, and a self-concept which has career relevance is the functional self. Like any self-concept, the functional self is a self-process, a process of being and becoming. It is the developmental process of the functional self that should enable curriculum writers to develop a process career developmental curriculum, rather than a content occupational information curriculum. Career development is not obtaining knowledge in preparation for living but rather a process of experiencing living.

86. Tuta, Kathleen M.; Baker, Georgia Pitcher. Self-Concept of the Disadvantaged Child and Its Modification through Compensatory Nursery School Experience. 1973, 10p. ED 080 197

Compensatory Education; *Disadvantaged Youth; *Early Experience; Evaluation; *Kindergarten Children; *Preschool Education; *Self Concept; Sex Differences

The effects of nursery school experience on the self-concepts of disadvantaged and non-disadvantaged children were assessed. Subjects were 434 kindergarten children attending five public schools located in low socioeconomic areas and five public schools not considered to be serving a disadvantaged population. Self concept was evaluated through the use of the Pictorial Self-Concept Scale which involves self rating by the child. Results indicate the existence of significantly higher self-concept scores for the nursery school as opposed to non-nursery school

group. Also, the scores for the non-disadvantaged group were higher than those of the disadvantaged group, and girls' scores were higher than boys'. Results are discussed in terms of the importance of pre-school experience. Limitations in the research design are acknowledged.

87. Young, Letha Rowland. Final Evaluation Report of Southeastern New Mexico Bilingual Program. FY 1971-72. 1972, 18p. ED 081 549

*Academic Achievement; Age; *Bilingual Education; English (Second Language); Language Development; *Program Evaluation; *Self Concept; *Spanish Speaking; (Tables (Data)

The Southeastern New Mexico Bilingual Program for 1971-72 was evaluated in this report. The academic growth in both English and Spanish and the self-image of 20 bilingual children randomly chosen from the 1st, 2nd, and 3rd grades were compared to 20 students in the 1st, 2nd, and 3rd grades in the standard program. Groups were matched by chronological and mental age, IQ, family income, family situation, number of children in family, parents' education and occupation, and home language. The evaluation instruments were the Peabody Picture Vocabulary Test in both English and Spanish; the Stanford Achievement Test; the Goodenough Draw-A-Man Test; the Self-Image Test; the Otis-Lennon Mental Ability; and the California Test of Basic Skills. Findings showed that the bilingual group fell lower in achievement than the control group; the bilingual program began to show improvement more in the higher grades; and the bilingual group did not lose any of its self-image during any one year although it did drop from the close of one grade to the close of another, whereas the control group lost during each year.

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